

Beginning Teacher Mentoring and Induction Program

**Technical Assistance for Plan Revision
For LEAs and AEs**

This document is designed to assist districts in the completing/revising the Comprehensive School Improvement Plan Amendment for Mentoring and Induction Funds. It is based on the Mentoring and Induction Model Framework developed by the AEs in 1999 and has been revised to reflect the 2001 legislation for the Teacher Quality Initiative. This document begins with a brief overview to the topic and then outlines the format of the document. The purposes of the statewide Mentoring and Induction Program are:

281—83.1(284,284A) Purposes. The goal of the teacher quality program is to enhance the learning, achievement, and performance of all students through the recruitment, support, and retention of quality Iowa teachers. The program shall contain specific strategies that include a mentoring and induction program for beginning teachers, teacher evaluations, and district and building support for professional development that includes best practice aimed at increasing student achievement. The goal of the administrator quality program is to promote high student achievement and enhanced educator quality. The program consists of mentoring and induction programs that provide support for administrators, professional development designed to directly support best practice for leadership, and evaluation of administrators against the Iowa standards for school administrators.

**Definitions of beginning teacher, mentor, and teacher according to Chapter 83
Administrative Rules:**

281—83.2(284,248A) Definitions.

“Beginning teacher” means an individual serving under an initial, Class A, exchange, or intern license, issued by the board of educational examiners under Iowa Code chapter 272, who is assuming a position as a teacher. For purposes of the beginning teacher mentoring and induction program created pursuant to Iowa Code section 284.5, “beginning teacher” also includes preschool teachers who are licensed by the board of educational examiners under Iowa Code chapter 272 and are employed by a school district or area education agency.

“Mentor” means, with respect to a beginning teacher, an individual employed by a school district or area education agency as a teacher or a retired teacher who holds a valid license issued under Iowa Code chapter 272. The individual must have a record of four years of successful teaching practice, must be employed on a nonprobationary basis, and must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers. With respect to a beginning administrator, “mentor” means an individual employed by a school district or area education agency as a school district administrator or a retired administrator who holds a valid license issued under Iowa Code chapter 272. The individual must have a record of four years of successful administrative experience and must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning administrators.

“Teacher” means an individual holding a practitioner’s license or a statement of professional recognition issued under Iowa Code chapter 272, who is employed in a nonadministrative position by a school district or area education agency pursuant to a contract issued by a board of directors under Iowa Code section 279.13. A teacher may be employed in both an administrative and a nonadministrative position by a board of directors and shall be considered a part-time teacher for the portion of time that the teacher is employed in a nonadministrative position. “Teacher” includes a licensed individual employed on a less than full-time basis by a school district through a contract between the school district and an institution of higher education with a practitioner preparation program in which the licensed teacher is enrolled.

Who is eligible for the Iowa Mentoring and Induction program?

Beginning teachers employed by districts and by AEAs, including preschool through grade 12, guidance counselors, teacher librarians, long-term substitutes who are under contract with the school district or AEA, and any new teachers/educators who hold any of the following teaching licenses should be in a Mentoring and Induction program. These individuals can be identified by the license they hold.

Only employees with a teaching license issued by the Board of Educational Examiners (BOEE) under Iowa Code chapter 272 are eligible for Mentoring and Induction funded by the state of Iowa. Employees holding an SPR, also issued by the BOEE, are NOT eligible for Mentoring and Induction.

The teaching licenses issued for beginning teachers/educators by the BOEE are:

1. Regional exchange
2. Initial
3. Intern
4. Class A
5. Class G

The following individuals are eligible for Mentoring and Induction if they have a teaching license. They are not eligible for Mentoring and Induction if they have an SPR:

Statement of Professional Recognition (SPR) OR License issued by the BOEE:

- School Audiologist – SPR or License
- Speech Language Pathologist – SPR or License
- School Social Worker – SPR or License
- School Nurse – SPR or License
- School Occupational Therapist – SPR only
- School Physical Therapist – SPR only
- Special Education Nurse – SPR only
- School psychologist – License only
- Work experience coordinator – License only
- Special education consultant – License only
- Any new teacher – License only

Research on Induction

Senate File 277 and related prior legislation provides guidance on the development of a mentoring and induction program, and the role of the district and AEA in supporting beginning teachers and mentors. However, the legislation provides minimal description of the attributes of a quality induction program. In addition to mentoring support, local districts in Iowa are beginning to realize the importance of well-designed induction to help beginning teachers become familiar with their schools, districts, and communities.

International research, WestEd (2003), defines “Induction” as a phase in learning to teach, a process of enculturation and a formal program for beginning teachers and offers the following principles:

- The induction *process* supports teachers’ further acquisition of skill and knowledge, as well as the development of certain habits of mind—teacher learning that can only occur in the course of teaching itself, or at least alongside and in conjunction with actual day-to-

day teaching. This conception situates *learning* at the center of the induction process, rather than either training or mere orientation.

- Induction is also that *period* of time, early in the teacher's career, during which this skill and knowledge in some sense must and certainly can best be learned. Undoubtedly, the induction period can be much longer than the first weeks of school and may well continue over more than a year.
- Induction is further frameable as a *phase* within the continuum of a teaching career, one when teachers have to make the difficult transition from student to teacher, face concrete problems they have only studied academically before and begin to construct a personal practice within a particular structured setting.
- Finally, induction can constitute a *system*, one that is characterized by complexity, interconnectedness, variety, co-ordination, responsiveness and dynamism (Britton *et al.*, 2003).

Mentor Research

Mentoring is seen as a way to engage, challenge, and retain accomplished teachers. This is particularly important given the fact that teacher turnover is now driving teacher shortages, rather than the previously held assumption that it is driven by an undersupply of entering teachers. (Smith & Ingersoll, 2004)

Accomplished teachers also need to have the kinds of adult leadership skills that make them effective in building momentum for change among their colleagues. Very few of our best teachers have been fully trained to lead change and build collaborative communities of teachers." Policy makers need to ensure that effective processes are in place to identify and train accomplished teachers as leaders. (Berry, 2005)

This study provides evidence that former mentors seek leadership opportunities and obtain leadership positions in schools. They shared the variety of skills and experience that makes them sought after as school leaders after mentoring which include: increased knowledge about teaching and learning, a broader perspective, coaching knowledge and skill, increased status as a mentor, and skills to implement research-based practices for school improvement. Educators returning to districts after mentoring have an increased capacity for leadership and for supporting change at the school site. Former mentors in principal and administrative positions found their experience as a SCNTP advisor particularly applicable to their current work. (Hanson and Moir, 2008)

Considerations:

When writing the proposals it is important to remember the intent of the statute and the rules in Chapter 83 regarding mentor/induction programs. Please remember that the mentoring/induction program is two years in length. A third year is possible if the employing district or AEA believes the beginning teacher is not yet ready for a standard license. The third year of mentoring is not funded by the state, but by the district or AEA. Also, keep in mind that this program is part of the new Teacher Quality Initiative and that the technical assistance provided in this document is designed to aid and assist writers to meet the intent of the statute and rules. It is expected that the criteria, guidance, and examples that follow will aid districts and AEAs in developing quality mentor and induction programs.

This document uses actual language from the application originally disseminated in 2001 to LEAs and in 2002 to AEAs. Guidance is provided for each section of Part II of the application and is

followed by examples in Part III. If needed, the full application can be accessed from the Department of Education web site under Teacher Quality, "Mentoring and Induction" <http://www.iowa.gov/educate/content/view/481/1192/>

AEA's throughout the state are providing assistance in completing and revising this amendment application. In some cases, an AEA may be providing a "template" for a district to use. Please remember that an "application" is a guide in completing the CSIP amendment. Each district should personalize the "electronic application" to address the context of the local district.

Belief statements about a high quality mentoring and induction program:

A quality teacher-mentoring program—

- Focuses on researched-based teaching and learning theories.
- Requires close relationships between veteran teachers and beginning teachers that are supported by building administrators. Provides opportunities for three-way conversations among beginning teachers, mentors, and administrators throughout the year.
- Is part of an overall effort to support quality teaching and to increase the achievement of all students.
- Is planned, reviewed and modified by representatives, who plan, implement, and participate in the program. State and district data are used to evaluate effectiveness and make program adjustments.
- Promotes an informal culture of support within schools that continues after the program has ended.

A quality teacher induction program—

- Explains district, building, departmental, and grade level policies, procedures, and expectations.
- Establishes a balance between entering an established community with conventional practices and developing new kinds of teaching that advance student learning.
- Promotes continued professional learning through reflective practice and professional conversations about teaching.

Part II Content, Format and Instructions:

Below are the components of the program that must be addressed in your CSIP amendment. Submit a narrative that addresses the criteria under each component in the order shown. All requirements must be met in order for a district to receive funds. Requirements are outlined in 281 Iowa Administrative Code Chapter 83 Noticed Rules on the Department's Web page at <http://www.iowa.gov/educate/> under "Teacher Quality." For the reviewers' understanding, please use the headings and other designations as shown in this outline.

Revised Mentoring and Induction plan for AEA's and LEA's:

A. Cover Page (page 1 of the CSIP Amendment)

This page includes specific district and AEA information including the number of new teachers participating.

Complete the applications for revision and email to Marybeth.schroederfracek@iowa.gov.

B. Goals

List the goal(s) for the Beginning Teacher Mentoring and Induction Program in your district.

The goals must be aligned with state legislative goals for beginning teacher mentoring and induction programs and support the Iowa Teaching Standards. Program goals should be realistic and measurable. Please remember that program goals should align with Program Evaluation in Section G of the application. Carefully consider the number of goals for your program, as the district will need to assess and evaluate the degree to which program goals are met.

Goals for the Beginning Teacher Mentoring and Induction Programs in the legislation

To promote excellence in teaching
To enhance student achievement
To build a supportive environment within school districts
To increase the retention of promising beginning teachers
To promote the personal and professional well being of classroom teachers
To support continuous improvement

Iowa Teaching Standards

1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
2. Demonstrates competence in content knowledge appropriate to the teaching position.
3. Demonstrates competence in planning and preparing for instruction.
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.
5. Uses a variety of methods to monitor student learning.
6. Demonstrates competence in classroom management.
7. Engages in professional growth.
8. Fulfills professional responsibilities established by the school district.

C. Mentor Training

Describe how the training:

1. Is consistent with staff development practices and adult professional needs including skills for classroom teaching, demonstration, and coaching;
2. Determines stressors and addresses ongoing mentor needs;
3. Reflects a clear understanding of the role of the mentor;
4. Results in mentors' understanding of the personal and professional needs of beginning teachers;
5. Provides mentors with an understanding of the district's expectations for beginning teachers' competencies based on the Iowa teaching standards; and
6. Prepares mentors to provide guidance and support to beginning teachers through coaching, consulting, and collaboration.

Each mentor needs extensive ongoing training and support. Training will assure the steps in quality professional development, including research, theory, demonstration, practice, coaching and feedback. Quality programs provide at least 30 hours of ongoing training during the initial year. Plus follow up training in years 2 and 3, as appropriate.

Please remember to address in narrative form how the district will implement mentor training. A list of activities does not suffice in meeting the criteria for Section C: 1-6. Be specific in describing the process for training mentors. Timelines or timetables may be useful in demonstrating that your program is ongoing and comprehensive. Please remember to address each of the six criteria in this section.

Mentor training should provide or address the following in year 1, year 2, or both:

- A. An overview of the "mentor role"
- B. An understanding of the purpose of mentoring
- C. Develop skills in teacher observation, adult learning, classroom management, and effective teaching
- D. An understanding of district expectations for all teachers and specifically for new teachers based upon local needs and prioritization of beginners' needs
- E. Practice for reflective questioning
- F. An understanding of the change process and phases of development
- G. Practice of teacher observation
- H. Strategies for guiding and supporting beginning teachers, including social and emotional support
- I. An understanding of the adult motivation to learn and the organization of adult learning opportunities
- J. The use of classroom experiences for learning
- K. The development and use a common language to articulate and apply appropriate classroom management and teaching techniques (e.g., diagnosing student needs, lesson design, motivating students to learn, learning styles, problem-solving techniques, alternative instructional strategies, assessment of student learning, planning and time management)
- L. Develop and refine skills in coaching, consulting, and collaboration

D. Mentor Selection Process

Describe how mentors will be selected in your district.

The selection of the mentor is an important component in developing a quality mentoring and induction program. A mentor is a leader and should be an exemplary teacher. Please remember to personalize the process of mentor selection to your district. One size does not fit all!

Effective mentors are teacher leaders. Districts have a critical window of opportunity to use mentor leaders in shaping the teaching practices of new professionals and initiating them into the district and community. Careful selection of mentors as well as ongoing training and professional conversations will guarantee a greater return on investment for districts.

Teachers selected to be mentors must meet the requirements the established in the legislation:

- An individual employed by a school district or area education agency as a classroom teacher or a retired teacher who holds a valid license issued under chapter 272
- The individual must have a record of four years of successful teaching practice
- Teacher must be employed and on a non-probationary basis
- Must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers

The district will develop a process for selection and assignment of mentors that generally includes the following:

- A district will develop local descriptors of preferred mentor qualities
 - Develop an application
 - Publicize the application and selection process
 - Anyone may apply

- A district will develop a process for determining the effectiveness of mentors
 - Maintains a supportive, rather than an evaluative role
 - Demonstrates ability to maintain confidentiality

E. Support for Beginning Teachers

Describe how the plan will:

1. Reflect the needs of beginning teachers,
2. Help beginning teachers develop and enhance competencies for the Iowa Teaching Standards,
3. Help beginning teachers develop a repertoire of research-based instructional strategies,
4. Help beginning teachers design and implement effective lessons that link Iowa Teaching Standards, content standards/benchmarks, and curriculum
5. Help beginning teachers become teacher researchers and reflective practitioners, and
6. Promote continuous improvement.

Support for new teachers has two different components. One component is the interactions of the new teacher with the mentor. There should be a minimum of 15-20 hours of interaction with mentors. The interactions with mentors should be ongoing during the year and focus on the phases of the beginning teacher's first year:

- Anticipation - August
- Survival - September & October
- Disillusionment - November to January
- Rejuvenation - February & March
- Reflection - April & May
- Anticipation - June and July

The second component is the induction processes and activities that will aid and assist the new teacher in becoming a successful teacher. Please remember that the mentoring/induction program is two years in length. The needs of first year teachers are different than those of second year teachers. The application should show a continuum of experiences that address the criteria (1-3) found in Section E.

Please remember to address in narrative form how the district will address supporting the needs of beginning teachers. A list of activities does not suffice in meeting the criteria for Section E: 1-3. Be specific in describing the support for new teachers. Timelines or timetables may be useful in demonstrating that your program addresses the needs of the beginning teacher. Please note that established research such as the *Hierarchy of Needs* (Maslow) and the *Domains of Learning* (Bloom, et al.) continue to be powerful mentoring resources for helping first and second-year teachers transition from novice to master teachers

F. Supportive Organizational Structure

Describe how the structure provides access and opportunities for interaction for mentors and beginning teachers that:

1. Includes released time for mentors and beginning teachers to plan,
2. Supports the demonstration of successful/effective classroom practices,
3. Allows for beginning teachers to observe successful/effective teachers' practices, and receive feedback
4. Allows for mentors to observe beginning teachers' classrooms and provide feedback,
5. Determines who will be in the mentor/beginning teacher partnership,
6. Supports the roles and responsibilities of the mentor, and
7. Allows for the dissolution of the mentor/beginning teacher partnership. It is critical to monitor partnerships and address mismatches or conflicts as soon as possible.

One of the critical components of a successful mentoring and induction program is the supportive organizational structure. In completing Section F, there should be strong evidence of district support in the implementation, monitoring, and sustaining of the mentor and induction program. Effective programs establish clear purposes and provide time for beginning teachers and mentors to observe and demonstrate effective practices in a variety of settings during the day. In addition to nurturing a culture of support among all staff, schools often profit from assigning more than one mentor to provide content expertise and proximity.

Please remember to address in narrative form how the district will provide the necessary supportive organizational structure for a successful mentoring/induction program. Please be specific in describing each criteria point. This section requires a commitment of resources by the district and should be carefully addressed. Remember to personalize this section to reflect the context of your district.

The examples listed in Part III of this document include those types of support, which are critical in having a quality program.

Facilitator for mentoring and induction programs:

Every public school district in Iowa is required by law to have a facilitator for Mentoring and Induction. The duties and responsibilities are recommended as follows:

Definition and recommended duties:

As defined in Chapter 83, Iowa Administrative Code Rules, **281--IAC 83.2(284)**

“District facilitator” means an individual in Iowa who serves as a coordinator for district mentoring and induction program.

Legislation in 2001 required all public school districts have a mentoring and induction plan for new teachers and legislation in 2002 required that AEAs have a mentoring and induction plan for employees who meet the definition of teacher/educators.

Recommended facilitator duties adapted from the original Teacher Quality legislation, 2001:

1. Submits the proposed board plan and costs to the board and the department for payment.
2. Oversees the implementation of the board plan.
3. Assures that the plan meets the goals for the program as set forth in the board plan.
4. As a district facilitator, works collaboratively with the area education agency and post-secondary institutions in preparation and implementation of the board plan.
5. Places beginning teachers participating in the program in a manner that provides the opportunity to work with at least one mentor. Whenever possible, there should be opportunities to work with other mentors in the district.
6. Act as a liaison between the district/AEA and the department.
7. Submits any plan revisions to the department for approval.
8. Assures that the district mentoring and induction plan is kept on file locally as an amendment to the CSIP.
9. Serve as the key communication contact for mentoring and induction in the district or AEA with the department.

G. Program Evaluation

Describe the program evaluation process. The process must:

1. Evaluate district success in meeting program goals,
2. Provide for the minor and major program revisions, and
3. Include a process for how information will be shared with interested stakeholders.

Program evaluation is a required element of this application. Please remember that this application is an amendment to your CSIP and subject to the same accountability. There should be a clear alignment of program goals and the methods being used to evaluate the success of the program. Consider listing the goals in Section B and specifically describing how each goal will be evaluated. Please remember that there should be both formative and summative elements in the program evaluation. There should be a mixture of qualitative and quantitative data. Opportunities to review how mentoring and Induction aligns with district and individual professional development plans are available during accreditation site visits.

Please remember to address in narrative form how the district will evaluate the mentoring/induction program in order to demonstrate and document success. Please be specific in describing each criteria point. This section requires components that address the goals, provide for system adjustment, and create a process for reporting. Remember to personalize this section to reflect the context of your district.

Part III Resources:

Iowa Mentoring and Induction Institute – an event held annually to support the statewide mentoring and induction program. Information and registration can be accessed for the 2008 Institute by going to www.vpaf.uni.edu/events/mentor

The New Teacher Center, University of California, Santa Cruz, can be accessed by going to www.newteachercenter.org

The Teacher Quality Enhancement Grant, a federally funded program that supports mentoring and induction can be accessed at <http://www.iowa.gov/educate/content/view/481/1192/>

Bibliography of resource materials for Mentoring and Induction:
<http://www.iowa.gov/educate/content/view/481/1192/#biography>

Part IV Examples for writing or revising a Plan:

Goals - examples

Goal 1: Promising teachers new to the teaching profession will be retained.

The district will monitor beginning teacher and report retention trends and conduct exit interview with teachers leaving the district.

Goal 2: The school climate enhances the well being of beginning and experienced teachers.
The district will gather and analyze perceptual data through interviews, surveys, and focus groups.

Goal 3: Beginning teachers will reflect and identify professional growth and future targets for continuous improvement.
The district will collect and analyze beginning teacher self-reports and mentor program reports (i.e. reflective logs/journals, interviews, and end-of-year summaries).

Mentor Selection - examples

Criteria for Mentor Selection:

Teachers will go through an application and interview process. Those who demonstrate the criteria identified below will enter a district mentor pool.

- Evidence of a minimum of 4 years of exemplary classroom teaching.
- Demonstrates a positive impact on student achievement and the use of data-driven decision making.
- Evidence of commitment to students' success and their learning.
- Willing to provide personal time and attention to the beginning teacher.
- Demonstrates commitment to teaching excellence.
- Demonstrates strong interpersonal and communication skills.
- Demonstrates commitment to working with beginning teachers.
- Demonstrates ability to work collaboratively with adults.
- Willingly engages in active, open learning.
- Demonstrates coaching skills.
- Demonstrates flexibility.

Support for Beginning Teachers - examples

1. Reflect the needs of beginning teachers,
 - The program should contain an orientation component for beginning teachers to learn building and district procedures and policies
 - Emotional needs- overcoming feelings of isolation, interacting with colleagues, and preparing for career level licensure

Instructional needs such as:

- Planning and preparing learning activities
- Creating an effective classroom environment
- Implementing learning activities
- Professional responsibilities
- Some possible topics and issues valuable to new teachers
- Communicating and relating to parents
- Motivating and disciplining students
- Dealing with individual differences
- Assessing students' work
- Learning to grow professionally using self-reflection
- Demonstrate ability to meet Iowa Teaching Standards
- Involve beginning teachers in the planning of staff development programs for new teachers
- Peer coaching and reciprocal growth

2. Help beginning teachers develop and enhance competencies for the Iowa Teaching Standards.

Both mentor and beginning teacher will understand the district's expectations for beginning teachers' competencies based on the Iowa teaching standards; generally this will be based on the district's current evaluation system

The beginning teacher will have many opportunities to reflect on practice and identify areas of future growth in relationship to the Iowa Teaching Standards.

3. Address activities that provide research-based instructional strategies.

The plan may provide opportunities for beginning teachers to:

- a. Conduct and participate in action research activities
- b. Work and learn in study groups with other staff members
- c. Work and learn in staff development classes

Supportive Organizational Structure - examples

1. Includes released time for mentors and beginning teachers to plan,
 - Common planning time for mentors and beginning teachers
 - Providing substitutes to release mentors and beginning teachers for observations and plans
 - Administrators and other teachers cover classes to allow mentor and beginning teacher to observe and/or meet.
 2. Supports the demonstration of classroom practices,
 - Beginning teachers observe mentors and others teach, collect information as part of the visit, and then reflect on their observations with their mentors.
 - Mentors observe beginning teachers, gather data, and meet with beginning teachers to allow beginning teachers to reflect on their teaching.
 3. Allows for mentors and beginning teachers to observe teaching practices,
 - Beginning teachers observe mentors and others teach, collect information as part of the visit, and then reflect on their observations with their mentors.
 - Mentors observe beginning teachers, gather data, and meet with beginning teachers to allow beginning teachers to reflect on their teaching.
 4. Allows for feedback,
 - Mentors regularly meet with beginning teachers to guide beginning teachers in reflection on teaching and provide them with data and information that allows them to determine their progress and identify future professional development.
 5. Determines who will be in the mentor/beginning teacher partnership,
 6. Recommended feedback provided is based on district-chosen, research-based rubric tools. Each beginning teacher will be provided with a support team that might include:
 - An instructional mentor
 - Supporting site-based colleagues
 - A curriculum advisor
 - An administrative guide
- Guidelines for assigning mentors to beginning teachers should consider issues such as:
- A minimum of 4 years successful teaching practice
 - Age and gender
 - Grade level
 - Content area
 - Physical proximity
 - Teaching style
 - Philosophical differences
7. Supports the roles and responsibilities of mentors
 - Provide Intensive and meaningful mentor training
 - Structure regular intervals of time to allow mentors to work with beginning teachers
 8. Allows for the dissolution of the mentor/beginning teacher partnership.
 - Create a cadre or pool of mentors to provide flexibility if the need for reassignment occurs.
 - Realize that unsuccessful mentoring relationships may be a reflection of the difference in style.
 - Unsuccessful mentor/beginning teacher relationships may be changed/modified/dissolved at the request of either party.

Program Evaluation – examples

Each program goal will be evaluated annually. Program adjustments and revisions will be based on the analysis of participant data. Results and recommendations will be shared with stakeholders through written documentation and Board of Education presentations.

Goal 1: To promote excellence in teaching to improve student performance.

Data Source: New Certified Staff Seminar agendas, Mentors/Second Year Teachers Meetings agendas, *The Mentor Manual* log

Goal 2: To create a seamless progression from pre-service education through induction to the master teacher phase.

Data Source: Program Components for Years 1, 2, and 3

Goal 3: To increase the retention of promising new and/or beginning teachers.

Data Source: Exit Interview information, retention reports (2001-present)

Goal 4: To promote the personal and professional well being of teachers.

Data Source: Participant reflections/evaluations, participant surveys, and participant interviews

Goal 5: To transmit the culture of the school system within the context of school improvement.

Data Source: Professional development activities for new certified staff as evidenced through completion of five hours of Staff Development from the approved menu during the first four years of teaching

Goal 6: To build a supportive environment throughout the district for beginning educators.

Data Source: Documentary evidence from beginning teachers, mentors, members of the (district) Administrative Leadership Team, members of the (district) Superintendent's Leadership Cadre, and the Site Coordinator